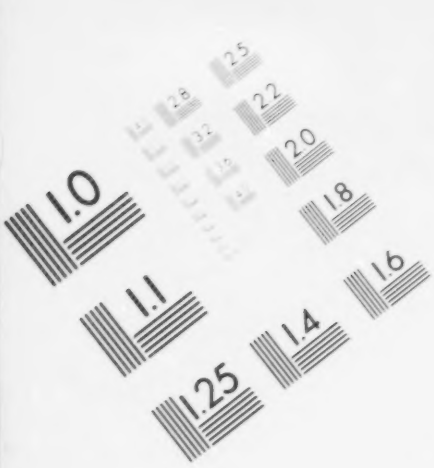

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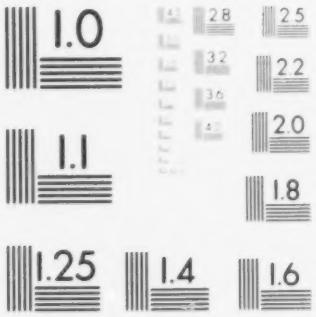

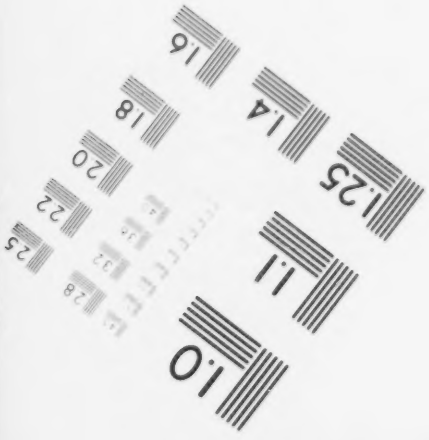

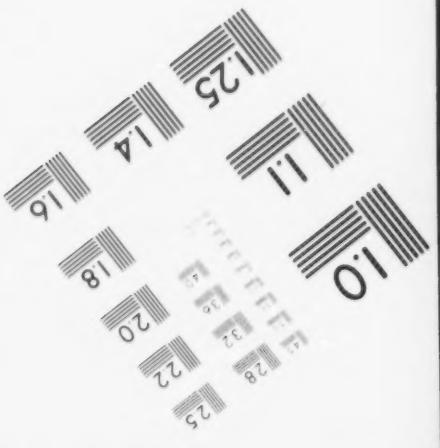

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ABSTRACT

The Kentucky Tech Prep Evaluation system was developed to establish and maintain a database and data analysis for assessment of the effectiveness of tech prep programs in achieving specific goals and in helping schools improve cognitive and noncognitive performance as reflected in the Kentucky Instructional Results Information System (KIRIS) accountability system. The evaluation system was developed after reviews of a national tech prep survey instrument and Kentucky's tech prep goals and funding guidelines, meetings with key individuals involved in planning and delivering tech prep in Kentucky, and analysis of statewide transition and KIRIS data. The evaluation system is designed to determine over a 3- to 5-year period how tech prep is affecting students' test results and the school-to-work transition. The tech prep evaluation system is based on secondary and postsecondary survey forms that were tested at five pilot sites in metropolitan and rural school districts throughout the state. The surveys will be administered each year, and the responses will be analyzed along with cognitive and noncognitive KIRIS data. (Appendixes constituting approximately 50% of this document contain definitions for tech prep and the pilot version and 1994 versions of the secondary and postsecondary evaluation instruments.) (MN)

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ED 379 423

KENTUCKY'S EVALUATION SYSTEM FOR TECH PREP PROGRAMS

AND

DATA REPORTED BY SECONDARY AND POSTSECONDARY KENTUCKY TECH PREP PROGRAMS IN 1993

A Presentation at the American Vocational Association Conference
Dallas, Texas
December 10, 1994

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Project Directors:

Joyce Logan, Assistant Professor
University of Kentucky

Melissa Briscoe, Special Projects Coordinator
University of Louisville

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AN EVALUATION SYSTEM FOR KENTUCKY TECH PREP PROGRAMS

Introduction

In 1990 the Carl Perkins Applied Technology Act provided federal support for a Tech Prep programmatic concept integrating academic and vocational education and linking secondary and postsecondary preparation for career fields. In 1990, also, the Kentucky Legislature enacted the Kentucky Education Reform Act (KERA) which established goals and student expectations similar to Tech Prep concepts. In Kentucky, Tech Prep became one vehicle for implementation of educational reform initiatives at the secondary level.

The purpose of Tech Prep is to improve the educational opportunities for the "neglected majority" of secondary students not enrolled in a college preparatory curriculum. These students attended high school without an objective for postsecondary education. No longer can Kentucky nor the nation afford to consider a high school diploma as the passport to adulthood and the workplace. Advancing technology, an accelerating pace of change, and an emerging international economy create a necessity to educate all students to high levels of achievement. Tech Prep provides a planned sequence of academic and technical courses leading to an associate degree or technical diploma at the postsecondary level and stresses the integration of academic and vocational knowledge with workplace applications.

National and State Tech Prep Data Collection

A five-year national study of Tech Prep programs by Mathematica Policy Research, Inc., collected initial data from Tech Prep consortia in November 1993. Federal Tech Prep legislation required a report on program effectiveness by the end of the first funding cycle. The national data collection was intended to gather descriptive statistics, to initiate a system for measuring student progress, and to identify effective implementation practices. Data collected for the national study was gathered by Tech Prep consortia rather than by individual schools.

School year 1991-92 was the first year for funding of Tech Prep programs in Kentucky. Tech Prep funding guidelines established the first year as a planning year, delaying enrollment of students in Tech Prep until the second year; therefore, the first Tech Prep student enrollment was in 1992-93. In Kentucky's schools, 1991-92 was also the first year for collecting baseline student assessment data for KERA. KERA cognitive assessment data consist of written tests, portfolios, and performance events. Noncognitive assessment documents the transition of high school graduates

into postsecondary education, work, or the military and the percent of 9th grade students graduating from high school.

Because of the similarity of purposes and instructional strategies between KERA and Tech Prep, Tech Prep in Kentucky has been informally viewed as a major contributor to KERA implementation and achievement of the performance measures of the Kentucky Instructional Results Information System (KIRIS). The Division of Secondary Vocational Education in the Kentucky Department of Education and the Tech Prep Coordinator in the Department of Technical Education, Cabinet for Workforce Development, became interested in implementation of an evaluation and data collection system that would document descriptive program data, analyze follow-up results on Tech Prep graduates, and analyze KIRIS data for Tech Prep schools. If Tech Prep programming contributes to KERA expectations, qualitative and quantitative analysis should provide supporting evidence of this contribution. Thus, the Kentucky Tech Prep Evaluation System should be consistent with data to be collected from the national level but include data related to Kentucky's educational reform.

Because KERA accountability reverts to the local school, the decision was made to collect Tech Prep evaluative data on an individual school basis. The Mathematica national survey form requested data from a Tech Prep consortium, which is sometimes one school and school district but often includes more than one school and even more than one school district. To provide consistency with the types of data that Tech Prep consortia were asked to provide in the five-year national study, the national survey instrument was to be used as a guide for the demographic and programmatic information to be collected by each school with data elements added which were specific to KIRIS.

The Kentucky Department of Education, Cabinet for Workforce Development, University of Kentucky Institute for Education Reform, the Department of Vocational Education at the University of Kentucky, and the Department of Occupational Studies at the University of Louisville collaborated in the design and development of an evaluation system to meet the following criteria:

1. Identify essential elements for a Tech Prep database for local, state, and national program accountability.

2. Field test the evaluation instruments and make revisions.

3. Provide assistance to Tech Prep sites with implementation of the evaluation system.

4. Develop a baseline evaluation report of the evaluation results for the programs implemented in 1991-92 and 1992-93.

The purpose of the Kentucky Tech Prep Evaluation system is to establish and maintain a database and data analysis for the assessment of the effectiveness of Tech Prep programs--not only in achieving specific Tech Prep goals but also in helping Kentucky high schools improve cognitive and noncognitive performance as reflected by the KIRIS accountability system. Questions to be addressed in the evaluation process include the following:

1. Who is being served by the Tech Prep programs?

2. Do career guidance programs include components at the middle, secondary, and postsecondary levels for assessment, planning, and placement?

3. What has been done to raise expectations and standards?

4. Is there a coherent sequence of vocational-technical and academic courses linking secondary and postsecondary preparation?

5. Do Tech Prep programs provide practice with advanced technology?

6. Do Tech Prep students demonstrate competence in application of academic skills?

7. Do Tech Prep students participate in community and work-based learning programs?

8. How do Tech Prep schools compare to non-Tech Prep schools in both cognitive assessment (KIRIS test scores) and noncognitive transition data and graduation rates?

Methodology

The Tech Prep evaluation project had two distinct components: (1) development of an evaluation system and (2) collection and analysis of baseline data on Tech Prep programs implemented in 1991-92 and 1992-93. In this section, these components are described separately.

Developing an Evaluation System

The first step in evaluation design involves determining the questions that should be answered by data collection. This step was accomplished as follows:

* A review of the national survey instrument to ascertain categories of information which local and state systems will be expected to answer for the 5-year assessment by Mathematica Policy Research, Inc.

* A review of Transition Plan: Bridging the Gap from Kentucky High Schools and Transition Implementation Guide: Bridging the Gap from Kentucky High Schools to identify expectations and strategies common to both Tech Prep and KERA.

* Review of Tech Prep goals listed in the state funding application guidelines.

* Meetings with the Division Director, Secondary Vocational Education Programs, Kentucky Department of Education; Tech Prep Coordinator, Department for Technical Education, Cabinet for Workforce Development; Tech Prep Coordinators; and Tech Prep Task Force.

* Collection of KERA statewide transition and KIRIS data.

The primary questions to be determined over a 3- to 5- year period through the evaluation system are--

1. Is Tech Prep helping secondary schools implement KERA and, if so, how?

2. What impact, if any, is Tech Prep having on test results?

3. What impact, if any, is Tech Prep having on school-to-work transition?

The questions above are long-range in nature and cannot be answered by the first-year evaluation; however, data collected locally and statewide should help to answer these questions over time. Therefore, these questions served as the framework for identification of data to be collected and led to the 8 specific questions identified in the introductory section of this report.

KIRIS data statewide, school transition data, and other state reports were reviewed to determine information which could be compiled from current reporting. The purpose of this review was to prevent unnecessary duplicate requests to schools for information. After determining the kinds of information available related to the evaluation questions, a list was made of additional data needs and sources of existing information. This list served as a basis for questions to be included on the school data collection instruments.

Data Collection Instruments

Two different questionnaires were developed to collect individual school data: (1) a secondary survey form and (2) a postsecondary survey. Both of these instruments were patterned after the national format (See Appendix A). The national format was followed to help the Tech Prep consortium coordinator collect data from individual schools to compile for the national report, as well as to break the data down to a school level for purposes of Kentucky's statewide accountability database for Tech Prep.

The school survey forms included supplementary questions specific to Kentucky and KERA. A third type of instrument was developed to gather information regarding students' perceptions and attitudes about the Tech Prep program in their school. To promote uniform interpretation of survey questions, a terminology list to accompany the survey instruments was prepared giving definitions related to Tech Prep.

Five pilot sites were selected for review and field test of the survey instruments. These sites included both metropolitan and rural school districts. Comments from the field test sites were noted; however, no changes were recommended from the pilot sites.

After schools received the national survey instrument, two meetings were held in different parts of the state with the evaluation project directors and Tech Prep coordinators in the state. At these meetings, copies of the definitions and copies of the state survey instruments were distributed with directions for completion. The Tech Prep coordinator in each secondary school was responsible for completing the survey instrument for that school and for getting the appropriate postsecondary instruments completed by the colleges or technical postsecondary counterparts for their school. If the school was part of a larger consortium, the school coordinator mailed the forms from his or her school to the consortium coordinator who compiled the information for the national survey and then forwarded the school reports to the University of Kentucky for data entry and the statewide summary.

Because of the length of the national survey form and the amount of data required for both the state and national surveys, a decision was made to delay use of the student questionnaire. One of the metropolitan school districts, however, did use the student survey instrument.

KIRIS data on Tech Prep students were requested on the initial secondary school survey instrument; schoolwide KIRIS data for these schools were obtained from the Kentucky Department of Education. The Department of Education also provided KIRIS aggregate data for the state.

State Database Design

Data collected from secondary schools were entered into a computer dBase IV+ database. A format was developed for an individual school report and a summary report of aggregate data from all secondary Tech Prep programs. A postsecondary school database and report were also developed. During the 1994-95 school year, the Tech Prep database is being revised and transferred to ACCESS, a database program currently being used in the Cabinet for Workforce Development. The database and the questionnaire have also been simplified with items omitted which were included on the national database but which are not significant data for Kentucky's ongoing Tech Prep evaluation. Questionnaires were again sent to secondary and postsecondary institutions to be completed on the new form and data entered in the database. Also, KIRIS transition data and test results will be obtained from the Kentucky Department of Education rather than from individual schools. The postsecondary schools will complete only one instrument which will reflect all of the schools and Tech Prep programs with which they articulate.

A database disk will be included with the final report of this project to the Kentucky Department of Education and the Cabinet for Workforce Development. Copies of the database disk will also be available for the local school districts to use for local Tech Prep data collection. Instructions for use of the database and a secondary and postsecondary catalog of data tables, queries, forms, and reports will be available for the state and for schools.

Data Analysis

KIRIS results and transition data for Tech Prep schools will be collected each year from each Tech Prep school which has completed the first planning year and are currently enrolling students in Tech Prep. A comparison will be made of Tech Prep schools at different stages of implementation, and data from these Tech Prep schools will be compared with data from high schools that have not implemented Tech Prep. Both cognitive and non-cognitive KIRIS data will be used annually for these comparisons.

RECOMMENDATIONS FOR A TECH PREP EVALUATION SYSTEM

Recommended Data Collection--Secondary

Based on the experiences of the project year with initiation of the database and development of summary reports, the following procedure is recommended as part of the ongoing evaluation system:

Survey Instrument and School Reports. The survey instruments developed and used during the evaluation project year, were refined and simplified. Not all areas covered by the national evaluation were necessary for the Kentucky database, so only those areas pertinent to Kentucky's database needs were included on the state evaluation form.

1. At the end of the first planning year, each new Tech Prep program will complete the entire survey instrument. The completion of this form not only provides initial information for the state database but also alerts the school to the kinds of items to be included in a local data collection system.

2. At the end of subsequent school years, schools would receive a printout of information from the state Tech Prep database with instructions to update the information.

Kentucky Department of Education Data

The following schoolwide KIRIS data will be collected annually from the Kentucky Department of Education to use in the data analysis of Tech Prep and non-Tech Prep schools.

1. A complete listing of KIRIS test scores and transition data for all Kentucky high schools sorted alphabetically by school including a statewide average of cognitive and noncognitive data.

2. A list of all Tech Prep high schools that have completed at least three years of Tech Prep funding. A mean should be included for these schools on transition and KIRIS scores.

3. A list of all non-Tech Prep high schools with a mean for these schools on transition and KIRIS scores.

Local School Data System

Local school districts should begin identification of Tech Prep students and Tech Prep graduates during the second funded year. Tech Prep students should be considered to be any student enrolled in or pursuing the Tech Prep program of studies for an occupational career cluster. When a student enrolls in a Tech Prep program, he or she shall be counted as a Tech Prep student and after high school graduation shall be counted as a Tech Prep graduate upon completion of available courses in the Tech Prep program. The high

school shall be responsible for follow-up on the Tech Prep graduates one year after graduation to determine if these students went to a postsecondary institution and whether they enrolled in the postsecondary phase of the secondary Tech Prep program.

Tech Prep high school graduates shall be reported annually to the Cabinet for Workforce Development and/or Kentucky Department of Education by each Tech Prep high school. This report shall include the student name, ID number, and Tech Prep program area.

It is suggested that schools set up a local database of information on Tech Prep with items updated annually. Such a database will facilitate completion of reporting requirements. Copies of the state database format may be secured for the cost of reproducing and mailing the disks.

Recommended Data Collection--Postsecondary

When the Tech Prep graduate enters the postsecondary institution, the postsecondary Tech Prep program assumes responsibility for further reporting on the student, as well as demographic program data. Based on experiences with the survey of postsecondary institutions in 1993, the following recommendations are made for data collection:

Survey Instrument and School Reports. Although the data collection instrument for postsecondary schools proved generally satisfactory, the process used for data collection was unwieldy and burdensome for the postsecondary institutions. Since most postsecondary institutions will serve more than one high school with Tech Prep programs, separate reporting to each secondary school served is not a satisfactory approach. One university already serves as a postsecondary partner for eight secondary schools. As Tech Prep extends into more high schools, postsecondary school linkages with secondary schools will multiply.

1. At the end of the first year that a postsecondary institution enrolls a secondary Tech Prep graduate, the postsecondary programs would complete a survey instrument, and the data would be entered into a statewide Tech Prep postsecondary database.

2. For each subsequent year, a printout would be sent to the postsecondary Tech Prep programs for updating.

3. Postsecondary institutions will submit only one evaluation report to the state, and this report will include information for all Tech Prep programs in that institution.

Other Data Sources

Technical assistance site visits to Tech Prep programs from personnel in the Kentucky Department of Education and the Department for Technical Education in the Workforce Cabinet provide additional data on programs. These visits should be a coordinated effort and should not require the schools to fill out a report prior to the visit. The reporting from the state Tech Prep database should provide information for review by the state personnel prior to the school visits.

Meaningful evaluation of Tech Prep programs and effects on KERA implementation will require primarily qualitative measures. These measures should establish criteria for different levels of Tech Prep implementation and assessment of each Tech Prep site against these criteria. This qualitative criteria should come from data collected through the annual reporting to the state for the Tech Prep database and through periodic audit visits to each site by state staff. Technical assistance visits to schools would be for the purpose of program improvement and would not result in an evaluation report, although schools should receive a written report of suggestions for program improvement.

A 1993-94 REPORT OF KENTUCKY TECH PREP PROGRAMS

Descriptive Data

Information in this Tech Prep Evaluation Report for Kentucky comes from 55 secondary schools representing 92 Tech Prep programs and 40 consortia. A total of 33 postsecondary institutions articulated with these secondary sites provided evaluation information. Tech Prep programs reporting data were implemented in 1991-92 and 1992-93. New sites for 1993-94 were not asked to complete the survey, although one of these new sites responded. Sites included in this report represent 77% of approved secondary sites for the first two years and 73% of their postsecondary partners. In these schools, a total of 1,661 school faculty and staff have been involved in planning or implementing Tech Prep. Table 1 provides total numbers of sites and consortia included in the evaluation results.

Table 1
Kentucky Tech Prep Evaluation Data
Numbers and Percentages of Respondents as of January 1994

First Funded Year	Funded Programs		Reports Received Secondary Sites		Postsecondary Schools	
	High Schools	Consortia	Schools	Consortia	Identified	Reporting
1991-92	35	19	22	15	33	26
1992-93	42	25	32	21	12	7*
1993-94		25	1			
Totals	69	77	55	36	45	33/48**
Reports received from 90% of consortia for first two years; 70% of secondary schools, and 73% of postsecondary schools.						

* Includes 6 Kentucky schools and 1 out-of-state.
** Thirty-three different postsecondary schools; 48 total reports including separate reports from different programs within the same institutions.

Secondary Tech Prep schools reported a total of 3,649 currently enrolled Tech Prep students in career clusters and a total enrollment for last year of 3,203 (a 12% increase). The largest Tech Prep current enrollment was in business and marketing programs with 1,275 students and 27 programs reported, followed closely by agriculture with a total of 1,005 students and 16 programs. For the 1993-94 school year, the Tech Prep enrollment makes up about 11% of the total secondary students in the reporting schools. The minority representation of Tech Prep enrollments corresponds closely to the proportion of minority students enrolled in the schools (12% of Tech Prep enrollments and 11% in the total school enrollment). Fifty-two percent of Tech Prep enrollees were female. Forty-six percent were either

economically or academically disadvantaged students, while 11% were identified as having a disability.

Interpretive Comments. Procedures for identifying Tech Prep students differ from school to school and have not been initiated in others. Most schools began identification of Tech Prep students with only 9th grade students during their first year of student enrollment. Others reproted 9th and 10th grade students while a few schools reported 11th and 12th grade students. Nine of the 1991-92 funded sites did not report any enrollment in the evaluation report which likely means that they do not have an identification process in place. One of the 1991-92 sites indicated that Tech Prep students were accounted for by occupational program area without a breakout by grade. Sites funded initially in 1992-93 would have had no students during the first year, a planning year. Clearly, a statewide procedure needs to be implemented for identifying Tech Prep students.

Instructional Components

Of the 55 secondary school respondents, 13 are sites for the Southern Regional Education Board's program called High Schools that Work, 2 reported implementation of strategies from the National Coalition of Essential Schools, and 2 checked involvement with the National Alliance for Restructuring. Strategies reported as a result of Tech Prep showed that 62% of these programs increased the use of problem solving as an instructional approach. Increased counseling services, changes in class scheduling, and cooperative learning were implemented by approximately half of these Tech Prep programs.

Tech Prep students participate in a variety of workplace, community service, and/or school organization experiences. As expected, school organizations (particularly vocational student organizations) ranked highest in terms of participation. Over one-third (1,337) of last year's Tech Prep students made visits to employer work sites, and 307 participated in part-time employment or internship related to the occupational field of study. Forty-three held paid summer jobs related to their Tech Prep program. A total of 266 either shadowed employed workers or participated in simulated work experiences. Forty schools listed participation in occasional workplace experiences, participation in regularly scheduled instruction or training at a workplace, or paid youth apprentice or employment related to the Tech Prep program. Community service activities were a part of the Tech Prep program for 761 students in the reporting high schools.

All of the Tech Prep occupational program areas added new instructional methods, more advanced skills, or both with Tech Prep implementation. Twenty-three of the 55 high schools provide more experiences with advanced technology and computers for Tech Prep students than for other students.

Thirty-four secondary sites indicated that Tech Prep students take one or more applied academic courses, and 36 schools require specific academic or occupational courses related to a career cluster. The number of students in applied courses showed growth from 1992 to 1993, both for Tech Prep and non-Tech Prep students--actually non-Tech Prep students represent the greatest increases in Applied Biology, Applied Chemistry, and Applied Mathematics. Applied Communication is the only applied course which reported a decreased enrollment for non-Tech Prep students (from 1,445 to 217) and a growth from 25 to 206 for Tech Prep students. Of the applied courses, Applied Biology showed the highest enrollment in 1993 for Tech Prep students, while Applied Mathematics II and Applied Communication showed the lowest enrollment for both Tech Prep and non-Tech Prep students.

The number of Tech Prep students that take higher level mathematics courses (Algebra II, Geometry, and Pre-Calculus) increased from 1992 to 1993. Enrollment in Chemistry increased--both in regular Chemistry classes and in Applied Chemistry, although Physics enrollment remained the same for Tech Prep students but increased by 240 students for non-Tech Prep students. Principles of Technology showed growth from 99 to 127 Tech Prep students and a decline from 151 to 104 for non-Tech Prep enrollees.

Career counseling and career planning play a major role as a core component of Tech Prep programs. Thirty-one secondary sites reported that students take career awareness/ development classes, 40 sites offered individual career development guidance, and 36 schools have completion of an individual student plan as part of the Tech Prep core. Ninety percent of Tech Prep students have computer literacy skills, all Tech Prep students have individual career plans, while 44% have a Transition portfolio. Only 61% of other high school students have computer literacy skills; 87% individual career plans; and 42%, transition portfolios.

Specific services to improve Tech Prep access for special populations include modification of curriculum or instruction at 35 sites and inclusion of special population coordinators at 32 sites. The next highest reported effort was the use of promotional materials.

Interpretive Comments. Curriculum strategies and services offered with Tech Prep implementation parallel KERA learning goals and transition recommendations: (1) Application of basic communications and mathematics through Tech Prep applied courses or integration of applications in academic courses, (2) Self-sufficiency by emphasis on career planning and counseling, (3) Community service and responsible membership in work groups through work experience and community service activities, (4) Problem solving, (5) High expectations and increased enrollments in higher level mathematics courses, and (6) Planned postsecondary Tech Prep linkages. The Kentucky Department of Education 1992 Transition Plan, Bridging the Gap recommended increased counseling services, career awareness, transition portfolios,

and postsecondary linkages--all of which are evidenced through reported activities of the Tech Prep schools.

Staff Development

Nothing is more essential to new program initiatives than sustained staff development activities. The Tech Prep evaluation questionnaire documented staff development activities conducted as part of Tech Prep implementation and the perceived benefit of specific professional development activities. Small group working sessions ranked highest in terms of effectiveness. The state Tech Prep conference received the next highest rating, followed by technical assistance from the state. Visits to other Tech Prep schools and state applied course workshops also ranked in the top five out of 14 listed activities. National activities ranked lower overall than both state and local activities. Of the national activities, the High Schools that Work program by the Southern Regional Education Board ranked the highest followed by the National Tech Prep Conference.

Interpretive Comments. Teachers working together in small group working sessions and technical assistance visits by state personnel are the most helpful local staff development activities for Tech Prep implementation. The State Tech Prep Conference plays a significant part as a professional development activity.

Transition Data

The total number of Tech Prep students reported as graduating last year is only 178. Since the first group of Tech Prep schools implemented in 1991-92 with the first year as a planning year, none of the schools could have had Tech Prep students enrolled more than two years. The majority of schools have a Tech Prep program model of 3 or 4 + 2, 3 or 4 + 2 + 2 or a middle school + 4 + 2 + 2. In 1993, none of the Tech Prep graduates could have completed a total program. Only eleven schools reported a 2 + 2 or a 2 + 2 + 2 model; therefore, a low number of Tech Prep completers can be expected until 1996-97 and 1997-98.

As of September 1993, 46 of the 178 Tech Prep graduates were enrolled in a postsecondary institution or employed in a related Tech Prep field. As of November or December 1994, schools reported the following information about all of their Tech Prep graduates: 46 in community colleges or junior colleges, 93 in four-year colleges or universities, 7 in military service, 19 in Kentucky Tech postsecondary schools, and 4 unemployed.

The average dropout rate for all ninth grade students leaving school before high school graduation was reported by Tech Prep schools as 14%. Only one school reported a dropout percentage for Tech Prep students, and this school showed a 5% dropout.

KIRIS test scores for the 12th grade Tech Prep students were reported for only 59 students; however, these results showed 2 distinguished scores--1 in writing and 1 in mathematics; 22 proficient--6 in mathematics, 2 in reading, and 13 in writing. A total of 166 apprentice scores for Tech Prep students compared to 105 scores at the novice level.

Interpretive Comments. Before KIRIS and transition data become meaningful for Tech Prep, more Tech Prep completers will have to be shown. The number reported at this stage of implementation does not yield significant results. The data from this year's evaluation, however, does establish baseline data on Tech Prep students from these schools and alert local schools to the need for better identification and tracking of Tech Prep test scores, dropout rates, and transition results.

Best Practices and Obstacles

Schools reported those factors which were most successful in helping plan and implement Tech Prep at one or more levels of the program. The top 5 most successful aspects (in order of ranking) were the development of administrative support, collaboration between vocational and academic educators, integration of Tech Prep into larger reform efforts, increased awareness of Tech Prep in the educational community and with the public, and a high degree of involvement and support at the state level.

The factor most often mentioned as the greatest obstacle in planning and implementing Tech Prep was lack of staff, time, and money (listed by 41 sites). The other four of the five greatest obstacles included lack of collaboration between academic and vocational educators, resistance to replacement of the general track for students, and lack of a truly integrated curriculum. Each of these four factors was checked by 23 or 24 sites.

Interpretive Comments. Tech Prep responses to the survey emphasize the importance of top administrative support, good working relationships between academic and vocational teachers, and knowledge integration. More staff time and funding for development of Tech Prep programs must also receive attention.

1993-94 POSTSECONDARY KENTUCKY TECH PREP SITES

Reports were received from 13 Kentucky Tech schools with postsecondary programs, from 10 community colleges, from 4 private schools with associate degree programs, and from 5 state universities with associate degree programs for a total of 32 postsecondary institutions involved in Tech Prep.

Twenty-six of these postsecondary institutions became involved in 1991-92, the first year of Kentucky Tech Prep. The remaining six joined the Tech Prep movement in 1992-93. Thirteen of these postsecondary schools only work with one school system as of fall 1993; ten worked with two school systems; six with three school systems; and one each with four, seven, and ten school systems.

Staff development is one of the major activities of most beginning sites. It was reported by 29 of the 32 schools that a total of 212 postsecondary staff members have been involved in staff development related to Tech Prep. Most of these staff development activities were conducted at the local level, with state activities ranking second in participation. Although one-half of the schools participated in national activities, local activities were ranked the most helpful.

Seven of the 32 institutions reported 35 Tech Prep students as currently enrolled, and one institution reported A Tech Prep graduate prior to August 1993. Data were not available on the number of these students needing remedial English or mathematics.

Funding was provided to 8 of the 32 institutions. The amount ranged from $2,500 to $25,000. Four of the eight receiving funds were the fiscal agent for the consortium, and one of these was a secondary center with a postsecondary program.

Just as a wide variety of Tech Prep postsecondary institutions exists, there is a diversity of technical programs ranging from one-year vocational diploma programs to two-year associate degree programs. Approximately 40 technical programs were listed by the 32 institutions. Only five of the postsecondary schools indicated that any work had been done to make curriculum changes to effectively implement Tech Prep. Ten of the 32 institutions reported that they were involved in at least one of the instructional strategies recommended by KERA and Tech Prep to meet the diverse needs of students.

Since most postsecondary schools have not established a database or recordkeeping system to track students, including Tech Prep students, information regarding dropout rates, percentage of students in remedial courses, and involvement in workplace experiences was not reported.

The following items were activities reported as the top ten obstacles at the postsecondary level for implementation of Tech Prep:

1. Lack of staff, time, and money dedicated to Tech Prep.
2. Difficulty of defining curriculum reform and revising curriculum.
3. Negative attitudes toward vocational education and/or Tech Prep.
4. Lack of definition of student participation in Tech Prep.
5. Lack of a truly integrated curriculum.
6. Lack of collaboration between secondary and postsecondary educators.
7. Problems defining Tech Prep guidelines and objectives.
8. Turf battles between secondary and postsecondary educators.
9. Constraints and conflicts in class scheduling.
10. Resistance of vocational educators to change.

The most successful activities were reported as follows:

1. Developing administrative support.
2. Developing articulation agreements.
3. Obtaining the support of business, industry, and labor.
4. Developing increased awareness of Tech Prep in the educational community and with the public.
5. Collaboration between secondary and postsecondary educators.
6. Collaboration of vocational and academic educators.
7. Establishing and adopting clearly defined Tech Prep objectives.
8. Integrating Tech Prep into larger reform efforts.
9. Providing a high degree of involvement and support at the state level.
10. Building networks with other Tech Prep programs within the state.

Reporting from postsecondary institutions involved with Tech Prep will become more meaningful when the number increases of Tech Prep graduates who complete two to four years of the secondary Tech Prep program and enter postsecondary institutions. Since Tech Prep is designed to encourage students to complete at least a two-year postsecondary program, data collection should show how many secondary Tech Prep students actually achieve this goal.

Recommendations

Based on reports received thus far from postsecondary institutions, the following recommendations are made:

1. Provide staff development that will promote expansion of strategies, similar to those students experience in secondary programs such as cooperative learning and problem solving or develop new effective learning strategies.

2. Establish a recordkeeping system at each Tech Prep institution that enables student data to be transferred and tracked from secondary to the postsecondary school as students make this transition.

3. Develop a specific curriculum articulation plan that identifies and makes changes in courses, competencies, and academic skills to be obtained at each level and that identifies the admission process and other student transition information to be articulated.

4. Determine baseline data for dropout rate, student enrollment, and remedial course enrollment for each institution.

5. Utilize Tech Prep funds to make curriculum changes, update and involve staff, address student transition activities, new instructional strategies, evaluation plan, and a student database.

APPENDIX

Definitions for Tech Prep

Secondary Evaluation Instrument (Pilot Survey Instrument)

Postsecondary Evaluation Instrument (Pilot Survey Instrument)

Secondary Evaluation Instrument (1994 Revision)

Postsecondary Evaluation Instrument (1994 Revision)

DEFINITIONS FOR TECH PREP

1. **Tech Prep Program**--A planned program of studies that defines a preapproved articulation agreement between a secondary and postsecondary school leading to a technical/associate degree, diploma, or certificate in an occupational area.

2. **Tech Prep Student**--A person who is enrolled in, pursuing, or completed the Tech Prep program of studies for an occupational area; for example, as identified on an individual career plan.

3. **Tech Prep Completer**--A person who has completed all of the requirements of the Tech Prep occupational program of studies and who has received a degree, diploma, or certificate at the postsecondary institution.

4. **Secondary Tech Prep Program Completer**--A student enrolled in the Tech Prep program who has completed all components of the Tech Prep program which were available to him/her at the time of high school graduation.

5. **Secondary School**--A school that serves students enrolled on Grades 9-12. (high school)

6. **Postsecondary School**--A school that serves adult students who have completed high school graduation requirements or other alternative admission requirements and who offer diplomas, certificates, or associate degrees.

7. **Consortium**--A group of institutions who have joined together to provide a common goal or program for students.

8. **Governing Board**--Persons who serve as leaders and advisors for planning and implementation of a TEch Prep program and whose primary purpose is to make policy and approve necessary procedures. They may be called a Leadership Committee or Steering Committee.

9. **Working Committee or Task Force**--A group of persons who are responsible for accomplishing certain tasks; for example, a curriculum committee or a guidance task force in a Tech Prep program.

10. **Tech Prep Coordinator or Project Director**--A person responsible for carrying out objectives, organizing committees, and providing overall guidance for the planning and implementation of the Tech Prep proposal.

11. **Title IIIE Grant**--Section of the Carl Perkins Vocational and Applied Technology Act that provides federal funding for Tech Prep programs in the state.

12. **Transition**--To move from one institution to another or from one program to another or from one phase of life to another; for example, from high school graduation to the work force.

13. **Performance Assessment**--Tests or a means of measurement used to see if a student can actually perform the task or skill being assessed.

14. KIRIS--Kentucky Instructional Results Information System; the name for Kentucky's assessment performance system and data to measure school achievement of educational reform expectations.

15. KERA--Kentucky Education Reform Act resulting from legislative action to create major educational change in curriculum, finance, and governance.

16. Core Program--Components of a Tech Prep program that all students are expected to complete regardless of their specific occupational cluster; for example, career plan or district-adopted graduation requirements.

17. Occupational Cluster--Specific career field area such as agriculture, business, child care, engineering, public service, etc.

18. Occupational Specialty--Specific occupationa within a vocational program area or occupational cluster; for example, landscaper, golf course manager, firefighter, etc.

19. Workplace Experience--Workbased learning consisting of paid or unpaid experiences in the real world (outside of the school) that is a component of the curriculum; for example, apprenticeships, internships, cooperative education, summer job, work site visits, etc.

20. TQM--Total Quality Management: A preventive strategy replacing rework, fire-fighting, and crisis management with planning, coordination, and control to generate long-term resolutions of important problems in an organization.

21. Higher-level Mathematics and Science Courses--Courses beyond the minimum required for all students; such as, Algebra I or Biology.

22. Database--An organized collection of related information or data stored for easy use and accessibility.

23. Applied Academics--Teaching strategies and/or specific curricula materials that take theory and concepts and provide opportunities for students to apply them to real work or world experiences.

24. Articulation--The process which allows the linkage of two or more educational institutions in order to provide a smooth transition for students progressing from one level to the next without delays, duplication, or loss of credit.

25. Articulation Agreements--Documents that describe the articulation policy and procedures, credit, and prerequisite requirements and transferable courses between two or more educational institutions.

Secondary Tech Prep Evaluation

NAME OF SCHOOL_____ Date_____

SCHOOL ADDRESS_____

FORM COMPLETED BY_____ Phone No._____

TECH PREP COORDINATOR _____Phone No._____

Each secondary school with a Tech Prep program will complete this form. The Tech Prep Coordinator is to send completed forms to the State Tech Prep Coordinator.

FUNDING AND RESOURCES

1. The first year for participation in a Tech Prep Funded Grant was 19__-19__.

2. The amount provided this institution from the consortium's Tech Prep Grant (Title IIIE of the Perkins Act) this year is:

   $_____

STAFF DEVELOPMENT

3. Identify the number of individuals representing your school who participated in staff development activities related to Tech Prep (state, local, and national) during the previous year.

   _____ School Administrators _____ School Counselors

   _____ Academic Teachers _____ Other (specify):

   _____ Vocational Teachers _____

   _____ Business/industry or labor representatives

4. Check those staff development tech prep topics that have been emphasized in your school during the last three years.

   ____ General concepts and strategies of Tech Prep
   ____ Integration of vocational/academic instruction
   ____ Curricula development
   ____ Secondary/postsecondary faculty/staff cooperation
   ____ Career development counseling
   ____ Job placement assistance
   ____ Promotional methods to students/parents/community
   ____ Tech Prep evaluation
   ____ Business/industry relationships
   ____ Strategies for special populations

5. **Using the following scale, rank the effectiveness of the following staff development activities for implementing Tech Prep in your institution:**

4 Extremely helpful
3 Very helpful
2 Helpful
1 Limited Help
0 No Help
NA Not Applicable *(use only if no one from your institution participated)*

National Activities:

_____ **Southern Regional Education Board Conference (High Schools that Work)**
_____ **National Tech Prep Conference**
_____ **Other Conference or Meeting:** _____
_____ **National Consultants**
_____ **National Applied Course Workshops**

State Activities:

_____ **State Tech Prep Conference**
_____ **State Applied Course Workshops**
_____ **Other** _____

Local Activities:

_____ **Technical Assistance by State Staff**
_____ **Technical Assistance by Outside Consultant**
_____ **Large Group Faculty Inservice Sessions**
_____ **Visits to other Schools Implementing Tech Prep**
_____ **Small Group Working Sessions (Such as Curriculum Meetings)**
_____ **Other** _____

DESCRIBING THE TECH-PREP PROGRAM AND POPULATION

6. **Please indicate which elements are currently part of the core Tech Prep program in your high school—i.e., are part of the experience of <u>all</u> or <u>almost all</u> Tech Prep students during their secondary education:**

<u>Circle all that apply</u>

01 *Completing an individual student plan (with courses a student plans to take at the secondary and postsecondary level)*

02 *Choosing a broad career cluster (e.g., Agriculture Engineering Technology, Health Occupations, Business and Human Services)*
(In what grade does/will this usually occur? _____ ***Grade)***

03 *Choosing an occupational specialty area within the career cluster (e.g., laser electro-optics, robotics) and committing to a specific course sequence*
(In what grade does/will this usually occur? _____ ***Grade)***

04 *Taking or completing one or more applied academic courses (e.g., Principles of Technology, Applied Communication or those locally developed)*

05 *Taking certain required academic or occupational courses related to a career cluster*

06 *Taking a minimum number of electives academic or occupational courses related to a career cluster*

07 *Participation in career awareness/development classes*

08 *Participation in individual career development guidance*

09 *Participation in occasional workplace exposure experiences*

10 *Participation in a regular schedule of instruction or training at an employer workplace*

11 *Working as a paid youth apprentice or employee in a position related to a course or career focus chosen in Tech Prep*

12 *Other (Please specify)* _____

7. **Which of the following services or efforts, if any, are used to improve access to Tech Prep for the special populations?**

Circle all that apply:

00 *No specific efforts*

01 *Inclusion of special population coordinators in the Tech Prep team or in curriculum/staff development*

02 *Modified curriculum/instruction to meet the special needs of a particular group*

03 *Materials in the students native language*

04 *Interpreters*

05 *Physical access accommodations*

06 *Special equipment (e.g., to meet special needs of a particular group)*

07 *Transportation*

08 *Child Care*

09 *Coordination with JTPA youth or similar programs*

10 *Promotional materials (e.g., brochures or videos)*

11 *Other (please specify):* _____

COMMUNITY INVOLVEMENT

8. **Please fill in the number of Tech Prep students (Grades 9-12) who participated in the following workplace experiences during the 1993-94 school year. Students who participated in multiple activities would be counted in each one.**

# Students	
A _____	*Visits to employer work sites as part of the student's occupational program*
B _____	*Paid summer jobs related to the student's occupational program*
C _____	*Unpaid summer jobs/internships related to the student's occupational program*
D _____	*Paid part-time employment during the school year related to the student's occupational program (e.g., youth apprenticeship or co-op placement)*
E _____	*Unpaid part-time employment/internships during the school year related to the student's occupational program*
F _____	*Assignment to a workplace mentor*
G _____	*Community service activities*
H _____	*Student extracurricular activities within the school*
I _____	*Peer tutoring projects or events*
J _____	*Serving as a mentor to younger students*
K _____	*Shadowing employed workers*
L _____	*Simulated work experiences*
M _____	*Vocational student organizations (i.e., HOSA, VICA, FBLA, FFA, FHA)*
N _____	*Other school organizations*

SECONDARY AND POSTSECONDARY CURRICULUM DEVELOPMENT AND ARTICULATION

9. In the following table, Give the number of sections of courses that are being offered at your school this year as applied courses, as integrated with vocational applications or Other. If the Other column is indicated, describe in one or two words the type of instructional strategy being done; for example, team teaching, etc.

Courses	*No. of Sections as an Applied Course*	*Applications Integrated within Course*	*Other Types of Application/Integration being Implemented*
Applied Biology			
Applied Chemistry			
Principles of Technology			
Biology			
Chemistry			
Physics			
Other Science Course			
Applied Math I			
Applied Math II			
Algebra I			
Algebra II			
Geometry			
Trigonometry			
Pre-Calculus			
Other Math			
Applied Communications			
English			
Other Language Arts			
Economics			
History			
Other Course			

10. In Column 2 and 3 check those cluster areas in which occupational courses have been revised and implemented at the secondary and/or post secondary levels during the Tech Prep project.

CLUSTER AREA	Secondary	Post Secondary
Agriculture		
Business/Office		
Marketing		
Health		
Human Services		
Communication Technology		
Construction Technology		
Manufacturing Technology		
Transportation Technology		

11. **List below the occupational specialty programs included in your Tech Prep program and identify the postsecondary institutions that have signed specific articulation agreements for these programs.**

Cluster Area	*Occupational Majors*	*Postsecondary Institution(s) with articulation agreements*
1. *Agriculture*	_____	_____
	_____	_____
2. *Business/Office*	_____	_____
	_____	_____
3. *Marketing*	_____	_____
	_____	_____
4. *Health*	_____	_____
	_____	_____
5. *Human Services*	_____	_____
	_____	_____
6. *Communication Technology*	_____	_____
	_____	_____
7. *Construction Technology*	_____	_____
	_____	_____
8. *Manufacturing Technology*	_____	_____
	_____	_____
9. *Transportation Technology*	_____	_____
	_____	_____

STUDENT CHARACTERISTICS

12. In Column 2, indicate the number of students enrolled in your school that are currently enrolled in the Secondary Tech Prep program for each of the available cluster areas.

CLUSTER AREA	Secondary Enrollment
Agriculture	_____
Business/Office	_____
Marketing	_____
Health	_____
Human Services	_____
Communication Technology	_____
Construction Technology	_____
Manufacturing Technology	_____
Transportation Technology	_____

13. Indicate the number of students who have completed or are currently participating in the following:

Activity	Total No. Students in the school	No. of Tech Prep Students
A. Computer literacy skills	_____	_____
B. Individual career plan	_____	_____
C. Transition portfolio	_____	_____

14. Provide the number of Tech Prep students by grade for the current year.

_____ Grade 9 _____ Grade 10

_____ Grade 11 _____ Grade 12

15. What was the approximate racial/ethnic composition of the student population? List by Tech Prep and by Total School Population in the appropriate column. The total number of Tech Prep students should be equal to the number of students indicated in Question 14 above.

	Total School Population	In Tech Prep
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Native American	_____	_____
Other _____	_____	_____

16. Approximately how many of the students identified as participating in Tech Prep were:

Female	_____
Limited English Proficiency (LEP)	_____
Students with disabilities	_____
Economically and/or educationally disadvantaged	_____

17. Show the number of Tech Prep students from your school as of September 1993 for each of the statements below:

No. of Students

A _____ *Tech Prep students who graduated from high school last school year (including students who graduated at any time during the school year)*

B _____ *Tech Prep students who graduated from high school last year who are known to be currently employed (full- or part-time) in the occupational field related to their Tech Prep program of study.*

C _____ *Tech Prep high school graduates who entered postsecondary institutions that are part of your consortium.*

- _____ *# of students in community colleges or junior colleges*
- _____ *# of students in four-year colleges or universities*
- _____ *# of students in proprietary postsecondary schools*
- _____ *# of students in registered apprenticeships*
- _____ *# of students in military service*
- _____ *# of students in KY TECH–state vocational/technical schools or area centers*
- _____ *# of students in other vocational or occupational specialty schools*

D _____ *Tech Prep students who graduated from high school last year who are known to be currently employed (full- or part-time) in occupations other than their Tech Prep program of study.*

E _____ *Tech Prep students who graduated from high school last year who are unemployed and are not attending a college or other postsecondary school.*

F _____ *Tech Prep students who graduated from high school last year for whom transition to employment or postsecondary education is unknown.*

MONITORING/EVALUATING TECH-PREP PROGRESS

18. What aspects of the Tech Prep program have been most successful in your institution?

- Column 1: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the secondary level.
- Column 2: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the postsecondary level.

	COLUMN 1 Successful Aspects at the Secondary Level CIRCLE ALL THAT APPLY	COLUMN 2 Successful Aspects at the Postsecondary Level CIRCLE ALL THAT APPLY
a. Developing administrative support	01	02
b. Collaboration between secondary and postsecondary educators		
c. Collaboration of vocational and academic educators	01	02
d. Establishing and adopting clearly defined Tech-Prep guidelines/objectives	01	02
e. Developing articulation agreements	01	02
f. Providing a high degree of involvement and support at the state level	01	02
g. Obtaining the support/involvement of business/industry and labor	01	02
h. Building networks with other Tech-Prep programs for mutual assistance/advice within the state	01	02
i. Developing increased awareness of Tech-Prep in the educational community and the public	01	02
j. Integrating Tech-Prep into larger reform efforts	01	02
k. Applying the TQM approach to implementation	01	02
l. Other *(Please describe)*: _____	01	02
m. Other *(Please describe)*: _____	01	02

19. Check the following activities or programs that have resulted in changes in your school which you attribute to Tech Prep:

___ A. High Schools that Work
___ B. Effective Schools Program
___ C. National Coalition of Essential Schools
___ D. National Alliance for Restructuring
___ E. Cooperative Learning
___ F. Increased homework requirements
___ G. Changes in high school class scheduling
___ H. Changes in graduation requirements
___ I. More problem solving as an instructional approach
___ J. Increased Team Teaching
___ K. Additional services for special populations
___ L. Increased counseling services
___ M. Other _____
___ N. None of the above

20. **What factors have presented the greatest obstacle to or problems in the planning and/or implementation of the Tech Prep program in your institution?**

- Column 1 indicate the factors that have presented the greatest obstacles/problems at the secondary level within your consortium.
- Column 2 indicate the factors that have presented the greatest obstacles/problems at the postsecondary level within your consortium.

	COLUMN 1 Successful Aspects at the Secondary Level *CIRCLE ALL THAT APPLY*	COLUMN 2 Successful Aspects at the Postsecondary Level *CIRCLE ALL THAT APPLY*
a. Negative attitudes toward vocational education and/or Tech-Prep	01	02
b. Resistance of vocational educators to change	01	02
c. Resistance of secondary schools to replacing the general track	01	NA
d. Turf battles between secondary and postsecondary educators	01	02
e. Difficulty of defining curriculum reform/revising curricula	01	02
f. Difficulty in negotiating articulation agreements	01	02
g. Lack of definition of student participation in Tech-Prep	01	02
h. Lack of truly integrated curriculum	01	02
i. Lack of support/involvement for Tech-Prep among local administrators	01	02
j. Lack of collaboration between secondary and postsecondary educators	01	02
k. Lack of collaboration between vocational and academic educators	01	02
l. Lack of staff, time, and money dedicated to Tech-Prep	01	02
m. Lack of support/involvement of business and industry	01	02
n. Lack of business and industry in the state/region	01	02
o. Difficulty accessing sources of information about how to develop Tech-Prep	01	02
p. Constraints/conflicts in class scheduling	01	02
q. Problems defining Tech-Prep guidelines/objectives	01	02
r. Conflicts with other reform efforts	01	02
s. Application of the TQM approach to implementation	01	02
t. Other *(Please describe)*: _____	01	02
u. Other *(Please describe)*: _____	01	02
v. Other *(Please describe)*: _____	01	02

THANK YOU FOR ASSISTING WITH THE TECH PREP EVALUATION.

Postsecondary Tech Prep Evaluation

NAME OF SCHOOL_____ Date_____

SCHOOL ADDRESS_____

FORM COMPLETED BY_____ Phone No._____

SECONDARY SCHOOLS ARTICULATING WITH_____

_____

Each postsecondary school with a Tech Prep program will complete only one copy of this form. Completed forms should be sent to the State Tech Prep Coordinator.

FUNDING AND RESOURCES

1. The first year for participation in a Tech Prep Funded Grant was 19__-19__.

2. The amount provided this institution from the consortium's Tech Prep Grant (Title IIIE of the Perkins Act) this year is:

   $_____

STAFF DEVELOPMENT

3. Identify the number of individuals representing your school who participated in staff development activities related to Tech Prep (state, local, and national) during the previous year.

   _____ School Administrators
   _____ School Counselors/Admissions
   _____ Academic Teachers
   _____ Other (specify):_____
   _____ Occupational Teachers
   _____ Business/Industry or labor representatives

4. Check those staff development tech prep topics that have been emphasized in your school during the last three years.

   ____ General concepts and strategies of Tech Prep
   ____ Integration of vocational/academic instruction
   ____ Curricula development
   ____ Secondary/postsecondary faculty/staff cooperation
   ____ Career development counseling
   ____ Job placement assistance
   ____ Promotional methods to students/parents/community
   ____ Tech Prep evaluation
   ____ Business/industry relationships
   ____ Strategies for special populations

5. **Using the following scale, rank the effectiveness of the following staff development activities for implementing Tech Prep in your institution:**

4 Extremely helpful
3 Very helpful
2 Helpful
1 Limited Help
0 No Help
NA Not Applicable *(use only if no one from your institution participated)*

National Activities:
_____ **Southern Regional Education Board Conference (High Schools that Work)**
_____ **National Tech Prep Conference**
_____ **Other Conference or Meeting:** _____
_____ **National Consultants**
_____ **National Applied Course Workshops**

State Activities:
_____ **State Tech Prep Conference**
_____ **State Applied Course Workshops**
_____ **Other** _____

Local Activities:
_____ **Technical Assistance by State Staff**
_____ **Technical Assistance by Outside Consultant**
_____ **Large Group Faculty Inservice Sessions**
_____ **Visits to other Schools Implementing Tech Prep**
_____ **Small Group Working Sessions (Such as Curriculum Meetings)**
_____ **Other** _____

DESCRIBING THE TECH-PREP PROGRAM AND POPULATION

6. **Which of the following services or efforts, if any, are used to improve access to Tech Prep for the special populations?**

Circle all that apply:

00 No specific efforts
01 Inclusion of special population coordinators in the Tech Prep team or in curriculum/staff development
02 Modified curriculum/instruction to meet the special needs of a particular group
03 Materials in the students native language
04 Interpreters
05 Physical access accommodations
06 Special equipment (e.g., to meet special needs of a particular group)
07 Transportation
08 Child Care
09 Coordination with JTPA youth or similar programs
10 Promotional materials (e.g., brochures or videos)
11 Other (please specify) _____

7. **Check the following activities or programs that have resulted in changes in your school which you attribute to Tech Prep:**

- ___ A. Changes in Admission Requirements
- ___ B. Increased Team Teaching
- ___ C. Cooperative Learning
- ___ D. Increased homework requirements
- ___ E. Changes in graduation requirements
- ___ F. More problem solving as an instructional approach
- ___ G. Additional services for special populations
- ___ H. Increased counseling services
- ___ I. Fewer remedial math classes
- ___ J. Fewer remedial English classes
- ___ K. Other _____

COMMUNITY INVOLVEMENT

8. **Please check the following list of workplace experiences that were available and utilized by Tech Prep students in your institution during the 1993-94 school year.**

A _____ *Visits to employer work sites as part of the student's occupational program*

B _____ *Paid summer jobs related to the student's occupational program*

C _____ *Unpaid summer jobs/internships related to the student's occupational program*

D _____ *Paid part-time employment during the school year related to the student's occupational program (e.g., youth apprenticeship or co-op placement)*

E _____ *Unpaid part-time employment/internships during the school year related to the student's occupational program*

F _____ *Assignment to a workplace mentor*

G _____ *Community service activities*

H _____ *Student extracurricular activities within the school*

I _____ *Peer tutoring projects or events*

J _____ *Serving as a mentor to younger students*

K _____ *Shadowing employed workers*

L _____ *Simulated work experiences*

M _____ *Vocational student organizations (i.e. HOSA, VICA, PBL)*

N ____ *Other school organizations*

SECONDARY AND POSTSECONDARY CURRICULUM DEVELOPMENT AND ARTICULATION

9. **In Column 2 and 3 check those cluster areas in which occupational courses have been revised and implemented at the secondary and/or post secondary levels during the Tech Prep project.**

CLUSTER AREA	Secondary	Post Secondary
Agriculture		
Business/Office		
Marketing		
Health		
Human Services		
Communication Technology		
Construction Technology		
Manufacturing Technology		
Transportation Technology		

9. In the table below give the number of TECH PREP HIGH SCHOOL GRADUATES who have entered articulated postsecondary programs at your institution this year and list the number of TECH PREP STUDENTS who graduated from an articulated postsecondary program last year.

In Column 2 give the occupational major for the cluster in which Tech Prep students are reported for Columns 3 and 4.
In Column 3 give the number of TECH PREP students who entered that cluster and major this year.
In Column 4 give the number of TECH PREP students who received a postsecondary certificate of completion or degree in that cluster and major at the end of the previous school year.

CLUSTER AREA	OCCUPATIONAL MAJOR	No. Students entered this year	No. Students graduated last year
1. Agriculture			
2. Business and Office			
3. Marketing			
4. Health			
5. Human Services			
6 Communication Technology			
7 Construction Technology			
8 Manufacturing Technology			
9 Transportation Technology			
10 Other _____ (Please specify)			

STUDENT CHARACTERISTICS

10. Provide the number of Tech Prep students by year for the current year.

_____ 1st Yr./Freshmen _____ 2nd Yr./Soph
_____ 3rd Yr./Junior _____ 4th Yr./Senior

11. What was the approximate racial/ethnic composition of the student population? List by Tech Prep and by Total School Population in the appropriate column. The total number of Tech Prep students should be equal to the number of students indicated in Question 10 above.

	Total School Population	In Tech Prep
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Native American	_____	_____
Other _____	_____	_____

12. Approximately how many of the students identified as participating in Tech Prep were:

Female	_____
Limited English Proficiency (LEP)	_____
Students with disabilities	_____
Economically and/or educationally disadvantaged	_____

13. Complete the following for Tech Prep students from your postsecondary institution as of September 1994:

No. of Students	
A _____	*Tech Prep postsecondary students who earned associate degree or graduates in 1994.*
B _____	*Tech Prep students who graduated in the past 12 months and who are known to be currently employed (full- or part-time) in the occupational field related to their Tech Prep program of study.*
C _____	*Tech Prep students who graduated in the past 12 months who are known to be currently employed (full or part-time) in occupations other than their Tech Prep program of study.*
D _____	*Tech Prep students who transferred to other postsecondary institutions that are part of your consortium and enrolled in the Tech Prep postsecondary component.*
E _____	*Tech Prep postsecondary graduates who are unemployed and are not attending a college or other postsecondary school*
F _____	*Tech Prep postsecondary graduates whose current status, employed or attending other postsecondary institutions, is unknown.*

MONITORING/EVALUATING TECH-PREP PROGRESS

14. **What factors have presented the greatest obstacle to or problems in the planning and/or implementation of the Tech Prep program in your institution?**

- Column 1: Indicate the factors that have presented the greatest obstacles/problems at the secondary level within your consortium.
- Column 2: Indicate the factors that have presented the greatest obstacles/problems at the postsecondary level within your consortium.

	COLUMN 1 Successful Aspects at the Secondary Level *CIRCLE ALL THAT APPLY*	COLUMN 2 Successful Aspects at the Postsecondary Level *CIRCLE ALL THAT APPLY*
a. Negative attitudes toward vocational education and/or Tech-Prep	01	02
b. Resistance of vocational educators to change	01	02
c. Resistance of secondary schools to replacing the general track	01	NA
d. Turf battles between secondary and postsecondary educators	01	02
e. Difficulty of defining curriculum reform/revising curricula	01	02
f. Difficulty in negotiating articulation agreements	01	02
g. Lack of definition of student participation in Tech-Prep	01	02
h. Lack of truly integrated curriculum	01	02
i. Lack of support/involvement for Tech-Prep among local administrators	01	02
j. Lack of collaboration between secondary and postsecondary educators	01	02
k. Lack of collaboration between vocational and academic educators	01	02
l. Lack of staff, time, and money dedicated to Tech-Prep	01	02
m. Lack of support/involvement of business and industry	01	02
n. Lack of business and industry in the state/region	01	02
o. Difficulty accessing sources of information about how to develop Tech-Prep	01	02
p. Constraints/conflicts in class scheduling	01	02
q. Problems defining Tech-Prep guidelines/objectives	01	02
r. Conflicts with other reform efforts	01	02
s. Application of the TQM approach to implementation	01	02
t. Other *(Please describe)*: _____	01	02
u. Other *(Please describe)*: _____	01	02
v. Other *(Please describe)*: _____	01	02

15. **What aspects of the Tech Prep program have been most successful in your institution?**

- Column 1: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the secondary level
- Column 2: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the postsecondary level.

	COLUMN 1 Successful Aspects at the Secondary Level CIRCLE ALL THAT APPLY	COLUMN 2 Successful Aspects at the Postsecondary Level CIRCLE ALL THAT APPLY
a. Developing administrative support	01	02
b. Collaboration between secondary and postsecondary educators	01	02
c. Collaboration of vocational and academic educators	01	02
d. Establishing and adopting clearly defined Tech-Prep guidelines/objectives	01	02
e. Developing articulation agreements	01	02
f. Providing a high degree of involvement and support at the state level	01	02
g. Obtaining the support/involvement of business/industry and labor	01	02
h. Building networks with other Tech-Prep programs for mutual assistance/advice within the state	01	02
i. Developing increased awareness of Tech-Prep in the educational community and the public	01	02
j. Integrating Tech-Prep into larger reform efforts	01	02
k. Applying the TQM approach to implementation	01	02
l. Other *(Please describe)*: _____	01	02
m. Other *(Please describe)*: _____	01	02

THANK YOU FOR ASSISTING WITH THE TECH PREP EVALUATION.

Secondary Tech Prep Evaluation

NAME OF SCHOOL_____ Date_____

SCHOOL ADDRESS_____

FORM COMPLETED BY_____ Phone No._____

TECH PREP COORDINATOR _____Phone No._____

Each secondary school with a Tech Prep program will complete this form. The Tech Prep Coordinator is to send completed forms to the State Tech Prep Coordinator.

FUNDING AND RESOURCES

1. The first year for participation in a Tech Prep Funded Grant was 19___-19___.

2. The amount provided this institution from the consortium's Tech Prep Grant (Title IIIE of the Perkins Act) this year is:

   $_____

STAFF DEVELOPMENT

3. Identify the number of individuals representing your school who participated in staff development activities related to Tech Prep (state, local, and national) during the previous year.

   _____ School Administrators
   _____ School Counselors
   _____ Academic Teachers
   _____ Other (specify):
   _____ Vocational Teachers
   _____
   _____ Business/industry or labor representatives

4. Check those staff development tech prep topics that have been emphasized in your school during the last three years.

   ____ General concepts and strategies of Tech Prep
   ____ Integration of vocational/academic instruction
   ____ Curricula development
   ____ Secondary/postsecondary faculty/staff cooperation
   ____ Career development counseling
   ____ Job placement assistance
   ____ Promotional methods to students/parents/community
   ____ Tech Prep evaluation
   ____ Business/industry relationships
   ____ Strategies for special populations

5. **Using the following scale, rank the effectiveness of the following staff development activities for implementing Tech Prep in your institution:**

4 Extremely helpful
3 Very helpful
2 Helpful
1 Limited Help
0 No Help
NA Not Applicable *(use only if no one from your institution participated)*

National Activities:
_____ **Southern Regional Education Board Conference (High Schools that Work)**
_____ **National Tech Prep Conference**
_____ **Other Conference or Meeting:**_____
_____ **National Consultants**
_____ **National Applied Course Workshops**

State Activities:
_____ **State Tech Prep Conference**
_____ **State Applied Course Workshops**
_____ **Other** _____

Local Activities:
_____ **Technical Assistance by State Staff**
_____ **Technical Assistance by Outside Consultant**
_____ **Large Group Faculty Inservice Sessions**
_____ **Visits to other Schools Implementing Tech Prep**
_____ **Small Group Working Sessions (Such as Curriculum Meetings)**
_____ **Other** _____

DESCRIBING THE TECH-PREP PROGRAM AND POPULATION

6. **Please indicate which elements are currently part of the core Tech Prep program in your high school--i.e., are part of the experience of all or almost all Tech Prep students during their secondary education:**

Circle all that apply

01 *Completing an individual student plan (with courses a student plans to take at the secondary and postsecondary level)*

02 *Choosing a broad career cluster (e.g., Agriculture, Engineering Technology, Health Occupations, Business and Human Services)*
(In what grade does/will this usually occur? _____ Grade)

03 *Choosing an occupational specialty area within the career cluster (e.g., laser electro-optics, robotics) and committing to a specific course sequence*
(In what grade does/will this usually occur? _____ Grade)

04 *Taking or completing one or more applied academic courses (e.g., Principles of Technology, Applied Communication or those locally developed)*

05 *Taking certain required academic or occupational courses related to a career cluster*

06 *Taking a minimum number of electives academic or occupational courses related to a career cluster*

07 *Participation in career awareness/development classes*

08 *Participation in individual career development guidance*

09 *Participation in occasional workplace exposure experiences*

10 *Participation in a regular schedule of instruction or training at an employer workplace*

11 *Working as a paid youth apprentice or employee in a position related to a course or career focus chosen in Tech Prep*

12 *Other (Please specify):*_____

7. **Which of the following services or efforts, if any, are used to improve access to Tech Prep for the special populations?**

Circle all that apply:

00 *No specific efforts*

01 *Inclusion of special population coordinators in the Tech Prep team or in curriculum/staff development*

02 *Modified curriculum/instruction to meet the special needs of a particular group*

03 *Materials in the students' native language*

04 *Interpreters*

05 *Physical access accommodations*

06 *Special equipment (e.g., to meet special needs of a particular group)*

07 *Transportation*

08 *Child Care*

09 *Coordination with JTPA youth or similar programs*

10 *Promotional materials (e.g., brochures or videos)*

11 *Other (please specify):*_____

COMMUNITY INVOLVEMENT

8. **Please fill in the number of Tech Prep students (Grades 9-12) who participated in the following workplace experiences during the 1993-94 school year. Students who participated in multiple activities would be counted in each one.**

 # Students

A._____ *Visits to employer work sites as part of the student's occupational program*

B._____ *Paid summer jobs related to the student's occupational program*

C._____ *Unpaid summer jobs/internships related to the student's occupational program*

D._____ *Paid part-time employment during the school year related to the student's occupational program (e.g., youth apprenticeship or co-op placement)*

E._____ *Unpaid part-time employment/internships during the school year related to the student's occupational program*

F._____ *Assignment to a workplace mentor*

G._____ *Community service activities*

H._____ *Student extracurricular activities within the school*

I._____ *Peer tutoring projects or events*

J._____ *Serving as a mentor to younger students*

K._____ *Shadowing employed workers*

L._____ *Simulated work experiences*

M._____ *Vocational student organizations (i.e., HOSA, VICA, FBLA, FFA, FHA)*

N._____ *Other school organizations*

SECONDARY AND POSTSECONDARY CURRICULUM DEVELOPMENT AND ARTICULATION

9. In the following table, Give the number of sections of courses that are being offered at your school this year as applied courses, as integrated with vocational applications or Other. If the Other column is indicated, describe in one or two words the type of instructional strategy being done; for example, team teaching, etc.

Courses	*No. of Sections as an Applied Course*	*Applications Integrated within Course*	*Other Types of Application/Integration being Implemented*
Applied Biology			
Applied Chemistry			
Principles of Technology			
Biology			
Chemistry			
Physics			
Other Science Course			
Applied Math I			
Applied Math II			
Algebra I			
Algebra II			
Geometry			
Trigonometry			
Pre-Calculus			
Other Math			
Applied Communications			
English			
Other Language Arts			
Economics			
History			
Other Course			

10. In Column 2 and 3 check those cluster areas in which occupational courses have been revised and implemented at the secondary and/or post secondary levels during the Tech Prep project.

CLUSTER AREA	Secondary	Post Secondary
Agriculture		
Business/Office		
Marketing		
Health		
Human Services		
Communication Technology		
Construction Technology		
Manufacturing Technology		
Transportation Technology		

11. **List below the occupational specialty programs included in your Tech Prep program and identify the postsecondary institutions that have signed specific articulation agreements for these programs.**

Cluster Area	*Occupational Majors*	*Postsecondary Institution(s) with articulation agreements*
1. *Agriculture*		
2. *Business/Office*		
3. *Marketing*		
4. *Health*		
5. *Human Services*		
6. *Communication Technology*		
7. *Construction Technology*		
8. *Manufacturing Technology*		
9. *Transportation Technology*		

STUDENT CHARACTERISTICS

12. In Column 2, indicate the number of students enrolled in your school that are currently enrolled in the Secondary Tech Prep program for each of the available cluster areas.

CLUSTER AREA	Secondary Enrollment
Agriculture	_____
Business/Office	_____
Marketing	_____
Health	_____
Human Services	_____
Communication Technology	_____
Construction Technology	_____
Manufacturing Technology	_____
Transportation Technology	_____

13. **Indicate the number of students who have completed or are currently participating in the following:**

Activity	Total No. Students in the school	No. of Tech Prep Students
A. Computer literacy skills	_____	_____
B. Individual career plan	_____	_____
C. Transition portfolio	_____	_____

14. **Provide the number of Tech Prep students by grade for the current year.**

_____ Grade 9 _____ Grade 10

_____ Grade 11 _____ Grade 12

15. **What was the approximate racial/ethnic composition of the student population? List by Tech Prep and by Total School Population in the appropriate column. The total number of Tech Prep students should be equal to the number of students indicated in Question 14 above.**

	Total School Population	In Tech Prep
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Native American	_____	_____
Other _____	_____	_____

16. **Approximately how many of the students identified as participating in Tech Prep were:**

Female	_____
Limited English Proficiency (LEP)	_____
Students with disabilities	_____
Economically and/or educationally disadvantaged	_____

17. **Show the number of Tech Prep students from your school as of September 1993 for each of the statements below:**

No. of Students

A. _____ *Tech Prep students who graduated from high school last school year (including students who graduated at any time during the school year).*

B. _____ *Tech Prep students who graduated from high school last year who are known to be currently employed (full- or part-time) in the occupational field related to their Tech Prep program of study.*

C. _____ *Tech Prep high school graduates who entered postsecondary institutions that are part of your consortium.*

- _____ *# of students in community colleges or junior colleges*
- _____ *# of students in four-year colleges or universities*
- _____ *# of students in proprietary postsecondary schools*
- _____ *# of students in registered apprenticeships*
- _____ *# of students in military service*
- _____ *# of students in KY TECH–state vocational/technical schools or area centers*
- _____ *# of students in other vocational or occupational specialty schools*

D. _____ *Tech Prep students who graduated from high school last year who are known to be currently employed (full- or part-time) in occupations other than their Tech Prep program of study.*

E. _____ *Tech Prep students who graduated from high school last year who are unemployed and are not attending a college or other postsecondary school.*

F. _____ *Tech Prep students who graduated from high school last year for whom transition to employment or postsecondary education is unknown.*

MONITORING/EVALUATING TECH-PREP PROGRESS

18. What aspects of the Tech Prep program have been most successful in your institution?

- Column 1: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the secondary level.
- Column 2: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the postsecondary level.

	COLUMN 1 Successful Aspects at the Secondary Level CIRCLE ALL THAT APPLY	COLUMN 2 Successful Aspects at the Postsecondary Level CIRCLE ALL THAT APPLY
a. Developing administrative support	01	02
b. Collaboration between secondary and postsecondary educators		
c. Collaboration of vocational and academic educators	01	02
d. Establishing and adopting clearly defined Tech-Prep guidelines/objectives	01	02
e. Developing articulation agreements	01	02
f. Providing a high degree of involvement and support at the state level	01	02
g. Obtaining the support/involvement of business/industry and labor	01	02
h. Building networks with other Tech-Prep programs for mutual assistance/advice within the state	01	02
i. Developing increased awareness of Tech-Prep in the educational community and the public	01	02
j. Integrating Tech-Prep into larger reform efforts	01	02
k. Applying the TQM approach to implementation	01	02
l. Other *(Please describe)*: _____	01	02
m. Other *(Please describe)*: _____	01	02

19. Check the following activities or programs that have resulted in changes in your school which you attribute to Tech Prep:

___ A. High Schools that Work
___ B. Effective Schools Program
___ C. National Coalition of Essential Schools
___ D. National Alliance for Restructuring
___ E. Cooperative Learning
___ F. Increased homework requirements
___ G. Changes in high school class scheduling
___ H. Changes in graduation requirements
___ I. More problem solving as an instructional approach
___ J. Increased Team Teaching
___ K. Additional services for special populations
___ L. Increased counseling services
___ M. Other _____
___ N. None of the above

BEST COPY AVAILABLE

20. **What factors have presented the greatest obstacle to or problems in the planning and/or implementation of the Tech Prep program in your institution?**

- Column 1: indicate the factors that have presented the greatest obstacles/problems at the secondary level within your consortium.
- Column 2: indicate the factors that have presented the greatest obstacles/problems at the postsecondary level within your consortium.

	COLUMN 1 Successful Aspects at the Secondary Level *CIRCLE ALL THAT APPLY*	COLUMN 2 Successful Aspects at the Postsecondary Level *CIRCLE ALL THAT APPLY*
a. Negative attitudes toward vocational education and/or Tech-Prep	01	02
b. Resistance of vocational educators to change	01	02
c. Resistance of secondary schools to replacing the general track	01	NA
d. Turf battles between secondary and postsecondary educators	01	02
e. Difficulty of defining curriculum reform/revising curricula	01	02
f. Difficulty in negotiating articulation agreements	01	02
g. Lack of definition of student participation in Tech-Prep	01	02
h. Lack of truly integrated curriculum	01	02
i. Lack of support/involvement for Tech-Prep among local administrators	01	02
j. Lack of collaboration between secondary and postsecondary educators	01	02
k. Lack of collaboration between vocational and academic educators	01	02
l. Lack of staff, time, and money dedicated to Tech-Prep	01	02
m. Lack of support/involvement of business and industry	01	02
n. Lack of business and industry in the state/region	01	02
o. Difficulty accessing sources of information about how to develop Tech-Prep	01	02
p. Constraints/conflicts in class scheduling	01	02
q. Problems defining Tech-Prep guidelines/objectives	01	02
r. Conflicts with other reform efforts	01	02
s. Application of the TQM approach to implementation	01	02
t. Other *(Please describe)*: _____	01	02
u. Other *(Please describe)*: _____	01	02
v. Other *(Please describe)*: _____	01	02

THANK YOU FOR ASSISTING WITH THE TECH PREP EVALUATION.

Post Secondary Tech Prep Evaluation

NAME OF SCHOOL_____ Date_____

SCHOOL ADDRESS_____

FORM COMPLETED BY_____ Phone No._____

SECONDARY SCHOOLS ARTICULATING WITH_____

_____

Each postsecondary school with a Tech Prep program will complete only one copy of this form. Completed forms should be sent to the State Tech Prep Coordinator.

FUNDING AND RESOURCES

1. The first year for participation in a Tech Prep Funded Grant was 19___-19___.

2. The amount provided this institution from the consortium's Tech Prep Grant (Title IIIE of the Perkins Act) this year is:

   $_____

STAFF DEVELOPMENT

3. Identify the number of individuals representing your school who participated in staff development activities related to Tech Prep (state, local, and national) during the previous year.

   _____ School Administrators _____ School Counselors/Admissions

   _____ Academic Teachers _____ Other (specify):_____

   _____ Occupational Teachers _____ Business/Industry or labor representatives

4. Check those staff development tech prep topics that have been emphasized in your school during the last three years.

   ____ General concepts and strategies of Tech Prep
   ____ Integration of vocational/academic instruction
   ____ Curricula development
   ____ Secondary/postsecondary faculty/staff cooperation
   ____ Career development counseling
   ____ Job placement assistance
   ____ Promotional methods to students/parents/community
   ____ Tech Prep evaluation
   ____ Business/industry relationships
   ____ Strategies for special populations

5. **Using the following scale, rank the effectiveness of the following staff development activities for implementing Tech Prep in your institution:**

4 Extremely helpful
3 Very helpful
2 Helpful
1 Limited Help
0 No Help
NA Not Applicable *(use only if no one from your institution participated)*

National Activities:
_____ **Southern Regional Education Board Conference (High Schools that Work)**
_____ **National Tech Prep Conference**
_____ **Other Conference or Meeting:**_____
_____ **National Consultants**
_____ **National Applied Course Workshops**

State Activities:
_____ **State Tech Prep Conference**
_____ **State Applied Course Workshops**
_____ **Other** _____

Local Activities:
_____ **Technical Assistance by State Staff**
_____ **Technical Assistance by Outside Consultant**
_____ **Large Group Faculty Inservice Sessions**
_____ **Visits to other Schools Implementing Tech Prep**
_____ **Small Group Working Sessions (Such as Curriculum Meetings)**
_____ **Other** _____

DESCRIBING THE TECH-PREP PROGRAM AND POPULATION

6. **Which of the following services or efforts, if any, are used to improve access to Tech Prep for the special populations?**

Circle all that apply:
00 No specific efforts
01 Inclusion of special population coordinators in the Tech Prep team or in curriculum/staff development
02 Modified curriculum/instruction to meet the special needs of a particular group
03 Materials in the students' native language
04 Interpreters
05 Physical access accommodations
06 Special equipment (e.g., to meet special needs of a particular group)
07 Transportation
08 Child Care
09 Coordination with JTPA youth or similar programs
10 Promotional materials (e.g., brochures or videos)
11 Other (please specify): _____

7. **Check the following activities or programs that have resulted in changes in your school which you attribute to Tech Prep:**

- ___ A. Changes in Admission Requirements
- ___ B. Increased Team Teaching
- ___ C. Cooperative Learning
- ___ D. Increased homework requirements
- ___ E. Changes in graduation requirements
- ___ F. More problem solving as an instructional approach
- ___ G. Additional services for special populations
- ___ H. Increased counseling services
- ___ I. Fewer remedial math classes
- ___ J. Fewer remedial English classes
- ___ K. Other _____

COMMUNITY INVOLVEMENT

8. **Please check the following list of workplace experiences that were available and utilized by Tech Prep students in your institution during the 1993-94 school year.**

A. _____ *Visits to employer work sites as part of the student's occupational program*

B. _____ *Paid summer jobs related to the student's occupational program*

C. _____ *Unpaid summer jobs/internships related to the student's occupational program*

D. _____ *Paid part-time employment during the school year related to the student's occupational program (e.g., youth apprenticeship or co-op placement)*

E. _____ *Unpaid part-time employment/internships during the school year related to the student's occupational program*

F. _____ *Assignment to a workplace mentor*

G. _____ *Community service activities*

H. _____ *Student extracurricular activities within the school*

I. _____ *Peer tutoring projects or events*

J. _____ *Serving as a mentor to younger students*

K. _____ *Shadowing employed workers*

L. _____ *Simulated work experiences*

M. _____ *Vocational student organizations (i.e., HOSA, VICA, PBL)*

N. _____ *Other school organizations*

SECONDARY AND POSTSECONDARY CURRICULUM DEVELOPMENT AND ARTICULATION

8. **In Column 2 and 3 check those cluster areas in which occupational courses have been revised and implemented at the secondary and/or post secondary levels during the Tech Prep project.**

CLUSTER AREA	Secondary	Post Secondary
Agriculture		
Business/Office		
Marketing		
Health		
Human Services		
Communication Technology		
Construction Technology		
Manufacturing Technology		
Transportation Technology		

9. In the table below give the number of TECH PREP HIGH SCHOOL GRADUATES who have entered articulated postsecondary programs at your institution this year and list the number of TECH PREP STUDENTS who graduated from an articulated postsecondary program last year.

In Column 2 give the occupational major for the cluster in which Tech Prep students are reported for Columns 3 and 4.
In Column 3 give the number of TECH PREP students who entered that cluster and major this year.
In Column 4 give the number of TECH PREP students who received a postsecondary certificate of completion or degree in that cluster and major at the end of the previous school year.

CLUSTER AREA	OCCUPATIONAL MAJOR	No. Students entered this year	No. Students graduated last year
1. Agriculture			
2. Business and Office			
3. Marketing			
4. Health			
5. Human Services			
6. Communication Technology			
7. Construction Technology			
8. Manufacturing Technology			
9. Transportation Technology			
10. Other: _____ (please specify)			

STUDENT CHARACTERISTICS

10. **Provide the number of Tech Prep students by year for the current year.**

_____ 1st Yr./Freshmen _____ 2nd Yr./Soph
_____ 3rd Yr./Junior _____ 4th Yr./Senior

11. **What was the approximate racial/ethnic composition of the student population? List by Tech Prep and by Total School Population in the appropriate column. The total number of Tech Prep students should be equal to the number of students indicated in Question 10 above.**

	Total School Population	In Tech Prep
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Native American	_____	_____
Other _____	_____	_____

12. **Approximately how many of the students identified as participating in Tech Prep were:**

Female	_____
Limited English Proficiency (LEP)	_____
Students with disabilities	_____
Economically and/or educationally disadvantaged	_____

13. **Complete the following for Tech Prep students from your postsecondary institution as of September 1994:**

No. of Students	
A. _____	*Tech Prep postsecondary students who earned associate degree or graduates in 1994.*
B. _____	*Tech Prep students who graduated in the past 12 months and who are known to be currently employed (full- or part-time) in the occupational field related to their Tech Prep program of study.*
C. _____	*Tech Prep students who graduated in the past 12 months who are known to be currently employed (full or part-time) in occupations other than their Tech Prep program of study.*
D. _____	*Tech Prep students who transferred to other postsecondary institutions that are part of your consortium and enrolled in the Tech Prep postsecondary component.*
E. _____	*Tech Prep postsecondary graduates who are unemployed and are not attending a college or other postsecondary school.*
F. _____	*Tech Prep postsecondary graduates whose current status, employed or attending other postsecondary institutions, is unknown.*

MONITORING/EVALUATING TECH-PREP PROGRESS

14. What factors have presented the greatest obstacle to or problems in the planning and/or implementation of the Tech Prep program in your institution?

- Column 1: indicate the factors that have presented the greatest obstacles/problems at the secondary level within your consortium.
- Column 2: indicate the factors that have presented the greatest obstacles/problems at the postsecondary level within your consortium.

	COLUMN 1 Successful Aspects at the Secondary Level *CIRCLE ALL THAT APPLY*	COLUMN 2 Successful Aspects at the Postsecondary Level *CIRCLE ALL THAT APPLY*
a. Negative attitudes toward vocational education and/or Tech-Prep	01	02
b. Resistance of vocational educators to change	01	02
c. Resistance of secondary schools to replacing the general track	01	NA
d. Turf battles between secondary and postsecondary educators	01	02
e. Difficulty of defining curriculum reform/revising curricula	01	02
f. Difficulty in negotiating articulation agreements	01	02
g. Lack of definition of student participation in Tech-Prep	01	02
h. Lack of truly integrated curriculum	01	02
i. Lack of support/involvement for Tech-Prep among local administrators	01	02
j. Lack of collaboration between secondary and postsecondary educators	01	02
k. Lack of collaboration between vocational and academic educators	01	02
l. Lack of staff, time, and money dedicated to Tech-Prep	01	02
m. Lack of support/involvement of business and industry	01	02
n. Lack of business and industry in the state/region	01	02
o. Difficulty accessing sources of information about how to develop Tech-Prep	01	02
p. Constraints/conflicts in class scheduling	01	02
q. Problems defining Tech-Prep guidelines/objectives	01	02
r. Conflicts with other reform efforts	01	02
s. Application of the TQM approach to implementation	01	02
t. Other *(Please describe)*: _____	01	02
u. Other *(Please describe)*: _____	01	02
v. Other *(Please describe)*: _____	01	02

15. **What aspects of the Tech Prep program have been most successful in your institution?**

- Column 1: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the secondary level.
- Column 2: Indicate those aspects of your consortium's Tech-Prep program that have been most successful at the postsecondary level.

	COLUMN 1 Successful Aspects at the Secondary Level CIRCLE ALL THAT APPLY	COLUMN 2 Successful Aspects at the Postsecondary Level CIRCLE ALL THAT APPLY
a. Developing administrative support	01	02
b. Collaboration between secondary and postsecondary educators	01	02
c. Collaboration of vocational and academic educators	01	02
d. Establishing and adopting clearly defined Tech-Prep guidelines/objectives	01	02
e. Developing articulation agreements	01	02
f. Providing a high degree of involvement and support at the state level	01	02
g. Obtaining the support/involvement of business/industry and labor	01	02
h. Building networks with other Tech-Prep programs for mutual assistance/advice within the state	01	02
i. Developing increased awareness of Tech-Prep in the educational community and the public	01	02
j. Integrating Tech-Prep into larger reform efforts	01	02
k. Applying the TQM approach to implementation	01	02
l. Other *(Please describe)*: _____	01	02
m. Other *(Please describe)*: _____	01	02

THANK YOU FOR ASSISTING WITH THE TECH PREP EVALUATION.

(CE 068 12)

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Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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